

2015 S1 - Individual Report for MATHS 1011 Mathematics IA (Lewis Mitchell)

Student Experience of Learning and Teaching (eSELT)

Project Audience 414

Responses Received 118

Response Ratio 28.50%

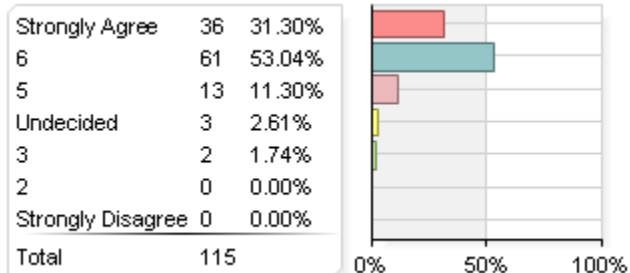
Prepared by Planning and Performance Reporting

Creation Date Fri, Jul 17, 2015

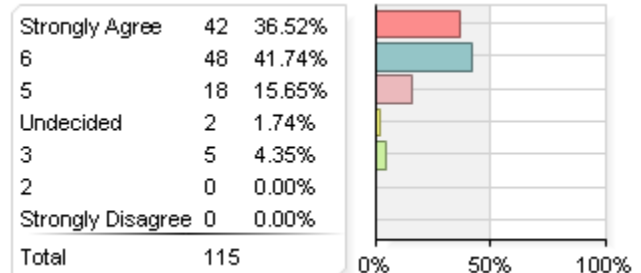
This Course...

Competency Statistics	Value
Mean	5.82
Median	6.00
Standard Deviation	+/-1.21

1. Has clearly identified learning outcomes.



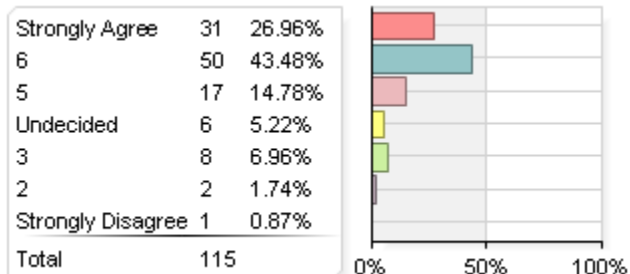
2. Is well organised.



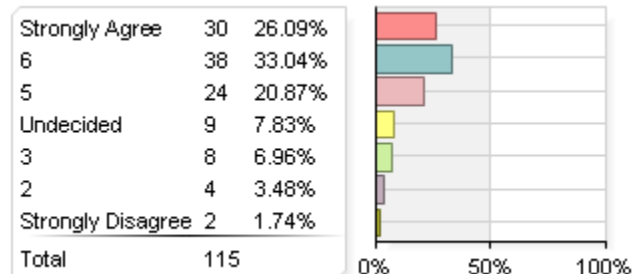
Statistics	Value
Mean	6.10
Median	6.00
Standard Deviation	+/-0.83
% Broad Agreement	95.65%

Statistics	Value
Mean	6.04
Median	6.00
Standard Deviation	+/-0.99
% Broad Agreement	93.91%

3. Has a workload that is appropriate for the achievement of its learning outcomes.



4. Uses appropriate strategies to engage me in my learning.

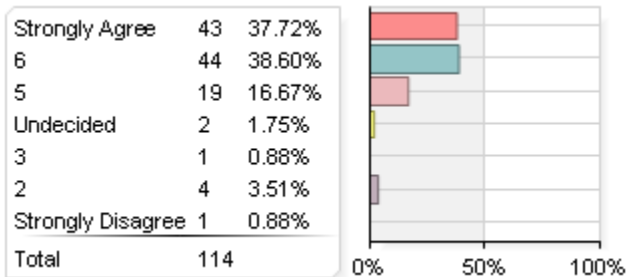


Statistics	Value
Mean	5.70
Median	6.00
Standard Deviation	+/-1.29
% Broad Agreement	85.22%

Statistics	Value
Mean	5.46
Median	6.00
Standard Deviation	+/-1.46
% Broad Agreement	80.00%

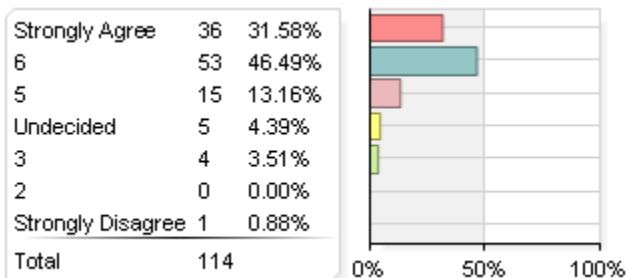
This Course... (continued)

5. Uses appropriate online resources and technologies to help me achieve its learning outcomes.



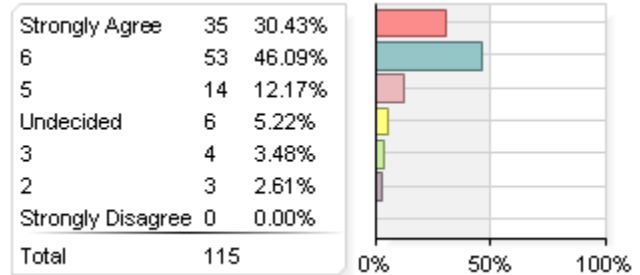
Statistics	Value
Mean	5.96
Median	6.00
Standard Deviation	+/-1.22
% Broad Agreement	92.98%

7. Helps me to develop my thinking skills (eg. problem solving, critical analysis).



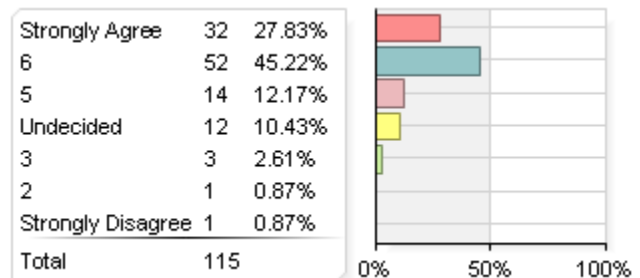
Statistics	Value
Mean	5.95
Median	6.00
Standard Deviation	+/-1.08
% Broad Agreement	91.23%

6. Uses methods of assessment that help me achieve its learning outcomes.



Statistics	Value
Mean	5.87
Median	6.00
Standard Deviation	+/-1.17
% Broad Agreement	88.70%

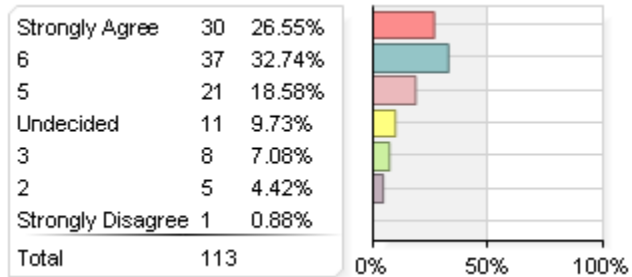
8. Has a learning environment that takes into account student diversity.



Statistics	Value
Mean	5.79
Median	6.00
Standard Deviation	+/-1.17
% Broad Agreement	85.22%

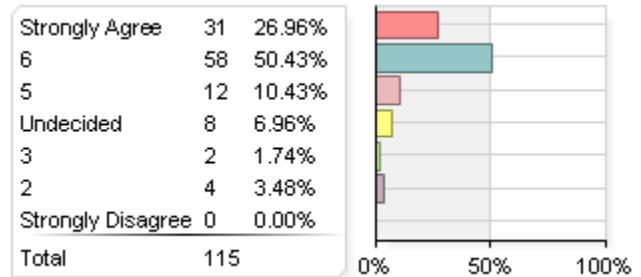
This Course... (continued)

9. My learning in this course is supported by effective feedback.



Statistics	Value
Mean	5.45
Median	6.00
Standard Deviation	+/-1.46
% Broad Agreement	77.88%

10. Overall, I am satisfied with the quality of this course.

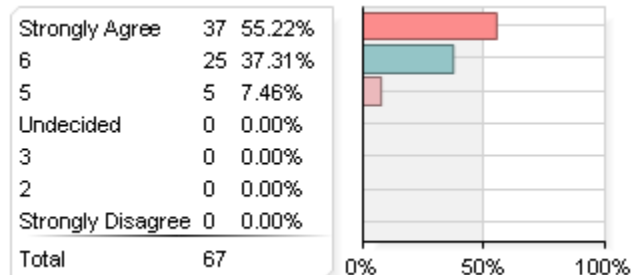


Statistics	Value
Mean	5.83
Median	6.00
Standard Deviation	+/-1.16
% Broad Agreement	87.83%

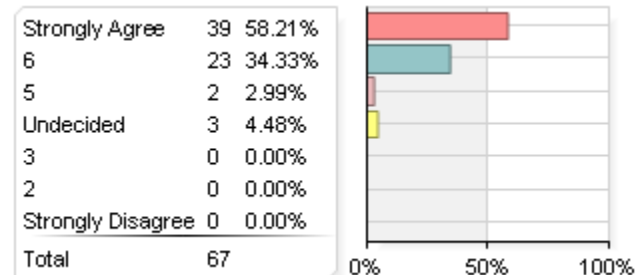
Lewis Mitchell...

Competency Statistics	Value
Mean	6.48
Median	7.00
Standard Deviation	+/-0.73

1. Shows concern for students.



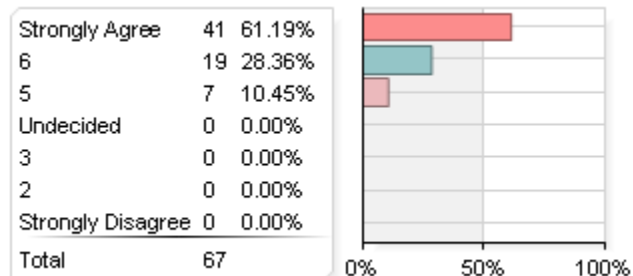
2. Encourages student participation.



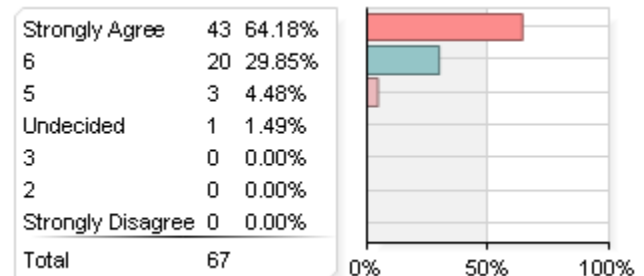
Statistics	Value
Mean	6.48
Median	7.00
Standard Deviation	+/-0.64
% Broad Agreement	100.00%

Statistics	Value
Mean	6.46
Median	7.00
Standard Deviation	+/-0.77
% Broad Agreement	95.52%

3. Stimulates my interest in learning in this course.



4. Gives clear explanations.

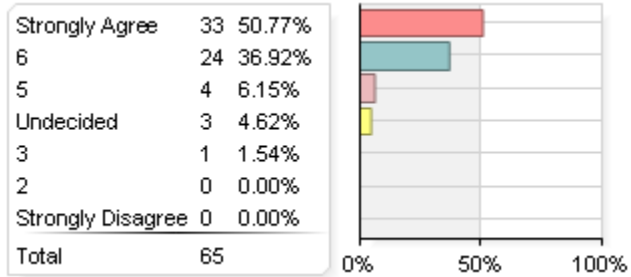


Statistics	Value
Mean	6.51
Median	7.00
Standard Deviation	+/-0.68
% Broad Agreement	100.00%

Statistics	Value
Mean	6.57
Median	7.00
Standard Deviation	+/-0.66
% Broad Agreement	98.51%

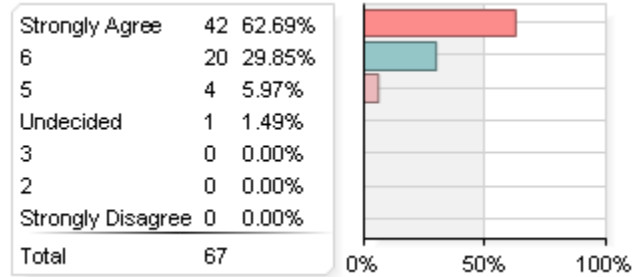
Lewis Mitchell... (continued)

5. Provides useful feedback.



Statistics	Value
Mean	6.31
Median	7.00
Standard Deviation	+/-0.90
% Broad Agreement	93.85%

6. Is an effective university teacher.



Statistics	Value
Mean	6.54
Median	7.00
Standard Deviation	+/-0.68
% Broad Agreement	98.51%

What are the best aspects of Lewis Mitchell's teaching?

Comment
Great attitude, clear explanations, enjoyable to listen to
n/a
His enthusiasm is infectious, which is a difficult thing to say about anyone who's lecturing at 9am. I'm not great at Algebra, but I've really enjoyed it in the last six weeks. The real world examples are really cool, especially being a CS student, as I didn't realise the relationships between CS and matrices.
interesting real life examples
He is clearly interested in teaching, and is excited to be in the class and talking about maths. He keeps it simple and concise while still finding time to relate the material to real world examples.
Good
Excellent lecturer, the little application stories at the end of lectures were really helpful in understanding why the topics were important.
Enthusiasm, clear explanations.
Clear Explanations, and it able to answer questions clearly. Very helpful.
included some real world applications of the course material
Shows how the maths we are using has real world application
He gave clear explanations but sometimes he used the word 'blah' and it found it slightly confusing.
Chilled out and fun
Gives clear and understandable explanations, and is enthusiastic about the course material. A very effective lecturer for algebra.
Funny guy
Passionate about what he teaches
gives real life examples => leads to greater interest
I really enjoyed the little 5 minutes examples that he would give at the end of lectures to show the students how the mathematical concepts we were learning could be applied in the real world. His explanations were also very clear and easy to follow.
Real life examples
conceptual explanations and a combination of complex and simple examples.
Really engaging, really enjoyable to listen to, an overall amazing lecturer.
I liked the way he also followed the examples in our notes and clearly explained what he was doing. He also didn't rush anything.
Lewis is a really nice guy and is easy to get along with. He knows the topics really well.
explanations of the course were really clear, good examples. I particularly liked when he discussed the applications of eigenvectors! Sometimes I forget that maths is relevant, it never seems to connect up with anything practical.
Well set out lectures.
Engaging personality, made lectures very warm and welcoming. Excellent use of relatable, applied examples, especially with eigenvalues and eigenvectors.

Lewis Mitchell could improve student learning by:

Comment
needs to speak louder during lectures.....and give more time for students to copy notes.
n/a
Be a bit more confident. He clearly knows his stuff, and his teaching methodology is good, but his delivery lacks command of the classroom.
he is awesome

More explaining needed sometimes.

Don't say blah.

I find the lectures go on for a bit too long. I generally drift off towards the end.

Zoom in on the writing on the projector!

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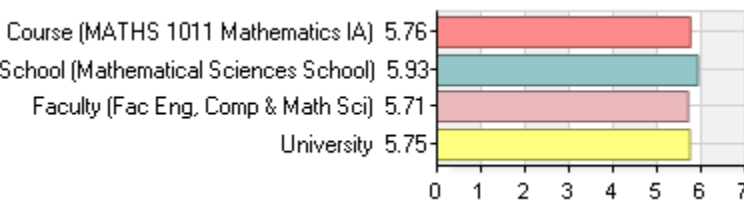
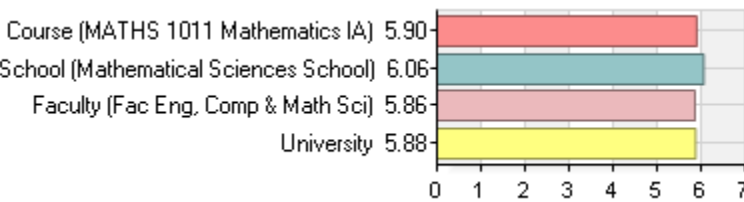
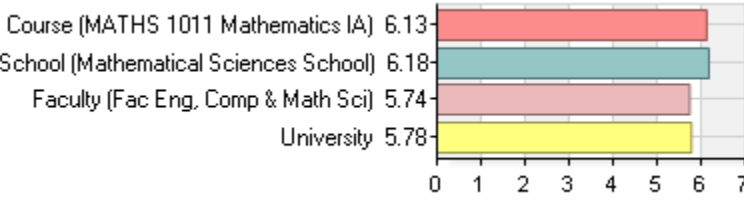
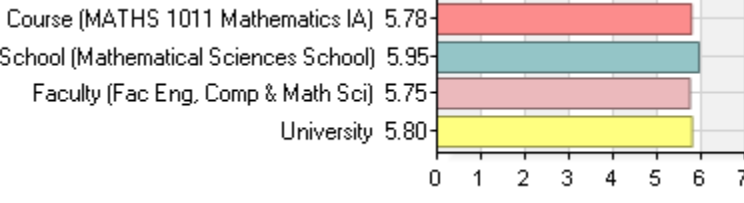
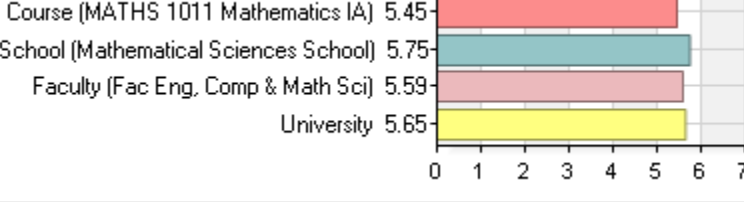
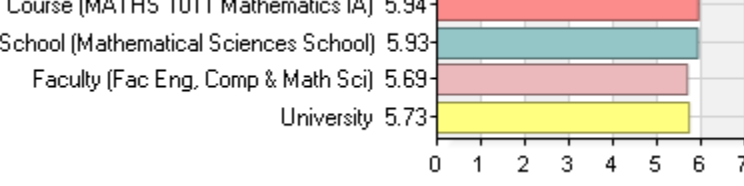
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Sometimes Lewis skims a bit too quickly over definitions which makes it difficult to catch them up.

2014 S2 Comparison Statistics

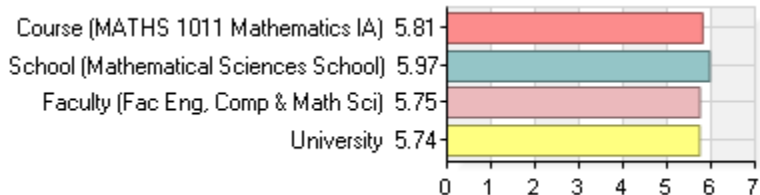
Mean (average valid student responses between 1 and 7) is used for comparison statistics between Course, School, Faculty and University and Individual Teacher, School, Faculty and University.

This Course...

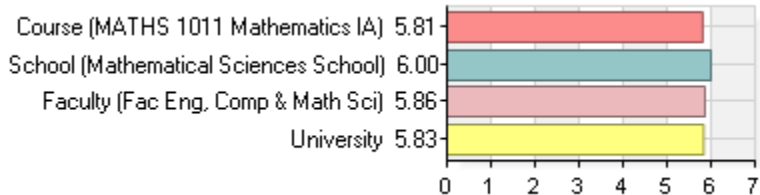
2014 S2 Overall Mean	 <table border="1"> <thead> <tr> <th>Entity</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>Course (MATHS 1011 Mathematics IA)</td> <td>5.76</td> </tr> <tr> <td>School (Mathematical Sciences School)</td> <td>5.93</td> </tr> <tr> <td>Faculty (Fac Eng, Comp & Math Sci)</td> <td>5.71</td> </tr> <tr> <td>University</td> <td>5.75</td> </tr> </tbody> </table>	Entity	Mean Score	Course (MATHS 1011 Mathematics IA)	5.76	School (Mathematical Sciences School)	5.93	Faculty (Fac Eng, Comp & Math Sci)	5.71	University	5.75
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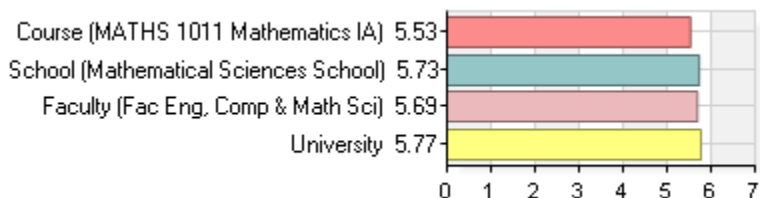
6. Uses methods of assessment that help me achieve its learning outcomes.



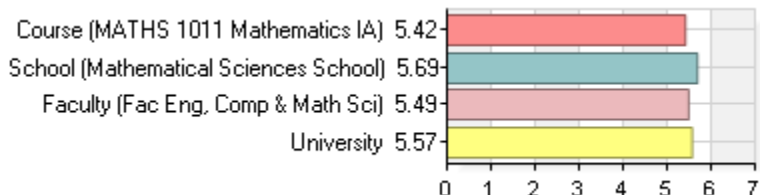
7. Helps me to develop my thinking skills (eg. problem solving, critical analysis).



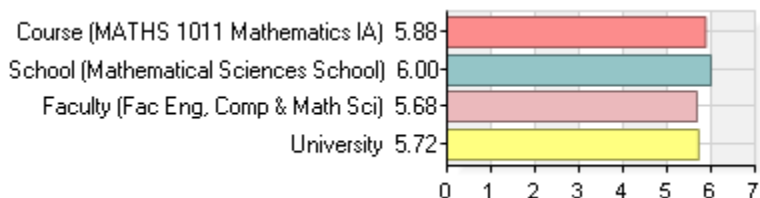
8. Has a learning environment that takes into account student diversity.



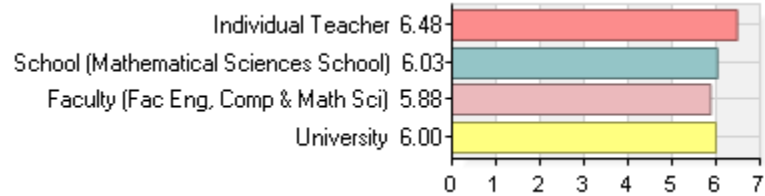
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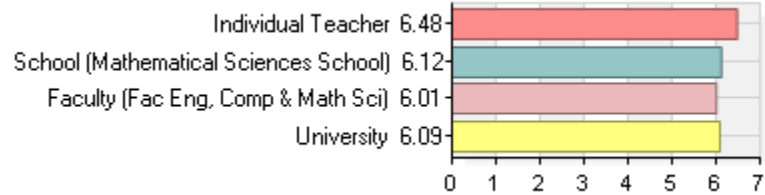
10. Overall, I am satisfied with the quality of this course.



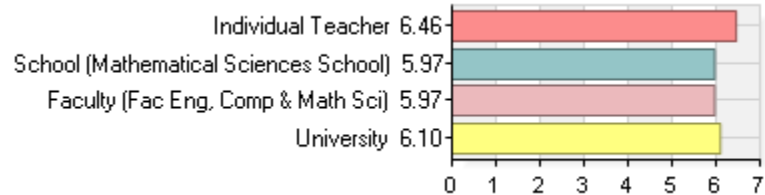
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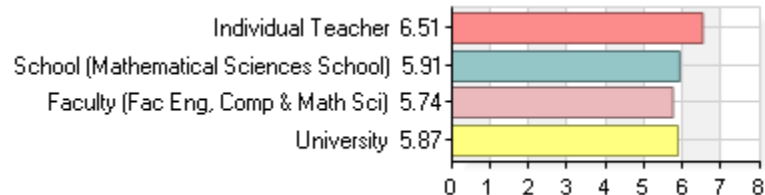
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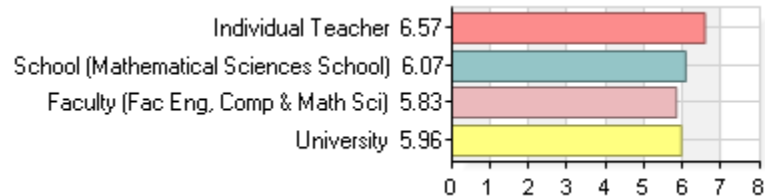
2. Encourages student participation.



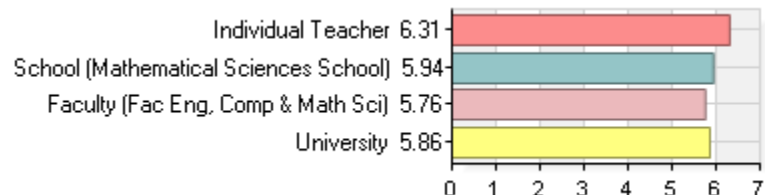
3. Stimulates my interest in learning in this course.



4. Gives clear explanations.



5. Provides useful feedback.



6. Is an effective university teacher.

